



# SCHOOL LIFE

Published twice a month by the DEPARTMENT OF THE INTERIOR, Bureau of Education  
Secretary of the Interior, JOHN BARTON PAYNE; Commissioner of Education, F. P. CLARK.



VOL. V

WASHINGTON, D. C., SEPTEMBER 15, 1920.

No. 6

## CAMPAIGN FOR AMERICANIZATION IN PROGRESS.

**New York Education Department Has Name of Every Illiterate in State and Will Appeal to Individuals—Federal Government Cooperating.**

Americanization of adult illiterates in the State of New York is the aim of a campaign conducted by the State education department.

Before the publication of the Federal census the department was furnished the names and addresses of 382,039 residents of the State between the ages of 21 and 50 who can not speak English, or who can not read or write any language. By the signing by the governor of a bill passed at the last session of the State legislature, a special fund becomes available for the expense of the necessary copying of these names and addresses.

The names have been arranged according to school districts, and to every superintendent of schools in a district, village, or city a list has been sent of all persons in his school district to whom the advantages of night schools and Americanization classes should be brought. Each superintendent has also received a letter from the State commissioner of education, Dr. John H. Finley, directing prompt and vigorous action in visiting all those named on the lists and in urging them to learn English and to prepare themselves for American citizenship.

A staff of trained workers has been placed at the service of local education officials by the State department of education. Work is going forward in many cities of the State. It is proposed by means of card indexes to keep a permanent record of adult illiterates, in which arrivals and departures will be noted. For this purpose transcripts of the names of immigrants whose destination is New York State are procured from the ships' manifests in the office of the Commissioner of Immigration.

(Continued on page 6.)

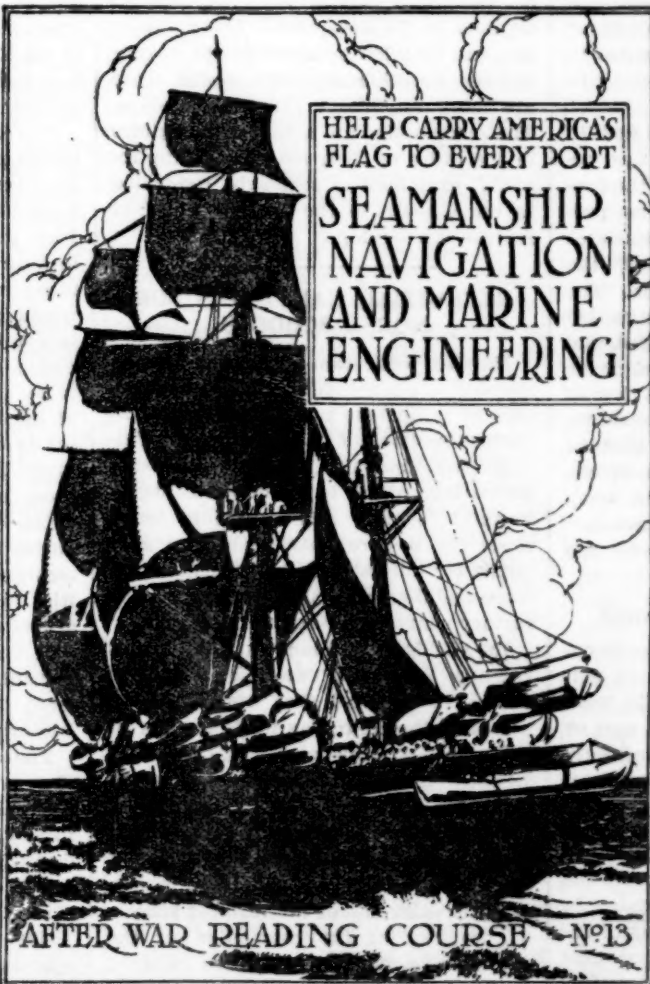
## LONDON CONFERENCE OF PROFESSORS OF ENGLISH.

**Seventeen Americans Participate in Conference and Are Hospitably Entertained—Committees for Interchange of Information.**

American college and university teachers of English were guests of the University of London during a conference held in

July. Invitations were issued to representatives of leading universities and colleges of the United States and Canada, to professors and teachers of English in the universities and university colleges in the United Kingdom, and to a number of distinguished persons especially interested in English studies.

Twenty American professors accepted the invitation, and 17 were present, namely, Prof. Charles Sears Baldwin, and Dean Virginia Gildersleeve, of Barnard College; Mr. W. Hawley Davis, of Bowdoin College; President M. Carey Thomas and Prof. Lucy M. Donnelly, of Bryn Mawr College; Prof. Lincoln Hutchinson, of the University of California; Prof. A. H. Thorndike, and Prof. John W. Cunliffe, of Columbia University; Prof. George P. Baker, of Harvard University; Prof. Frank Aydelotte, of Massachusetts School of Technology; Prof. Fred N. Scott, of the University of Michigan; Prof. Carleton Brown, of the University of Minnesota; Prof. R. S. Crane, of Northwestern University; Miss Agnes F. Perkins, of Wellesley College; Prof. W. B. Cairns, and Miss Julia Grace Wales, of the University of Wisconsin, and



HELP CARRY AMERICA'S  
FLAG TO EVERY PORT  
SEAMANSHIP  
NAVIGATION  
AND MARINE  
ENGINEERING

AFTER WAR READING COURSE No. 13

Title page of new Reading Course Issued by the Bureau of Education.

Prof. C. Brewster Tinker, of Yale University.

Several prominent Americans interested in education who happened to be in London were also invited to attend the conference. Among these supplementary members were Principal Bruce Taylor, of Queen's College, Kingston, Ontario; Miss M. Leal Harkness, president of the Southern Association of College Women; and Dean Ada Comstock, of Smith College,

(Continued on page 15.)

## EDUCATION SHOULD BE UNIVERSAL IN FACT.

**New Dean of Yale Department of Education Upholds High Ideals—Considers Education of National Concern.**

Universal education which is universal in fact, and not merely in name, is the ideal of Dr. Frank Spaulding, formerly superintendent of schools of Cleveland, Ohio, who has recently assumed his duties as dean of the department of education of Yale University.

Dr. Spaulding states that—

"We have been taught that universal education is the very foundation of our American liberties, institutions, and ideals, as it should be. The unfortunate thing is that we have believed all these years that we had universal education in this country. We are just beginning to discover our mistake.

"Fundamentally, in principle and in aim, our educational program has remained down to the present time the program of two centuries ago. That program set for its goal the equipment of all the children of all the people with the most elementary tools of education. The years have seen the range of instruction much altered. It has been enlarged, and some good beginnings have been made in vocational training for a very few of the youth of the land. How far short we have fallen of achieving the goal of equipping all children with the most elementary tools of knowledge, recent Army records revealed in a startling manner. In this we failed with 25 out of every 100 children."

### Secondary Education Should Be Universal.

It is proposed that secondary continuation schools should be provided in sufficient number that pupils under 18 years of age may be required to attend part or full-time secondary schools as regularly and continuously as all children must attend elementary schools.

### Compulsory Education of Immigrants.

Newly arriving immigrants between the ages of 18 and 25 should be enrolled in school for 12 months, with their continuation of residence in this country, and their citizenship dependent upon the satisfactory completion of the year's work.

Dr. Spaulding states further—

"Such a program in full operation will necessitate the expenditure annually of three or four times as much as has yet been spent.

### Education of National Concern.

"Obviously the cost must be imposed upon wealth, not upon poverty. To this

## MANY ELIGIBLE FOR STATE SCHOLARSHIPS.

Two thousand persons are eligible for State scholarships for college study in New York. Each scholarship entitles the holder to \$100 a year for four years while taking an approved college course in the State. The scholarships are assigned by counties, each of which is entitled to five times as many scholarships as there are assembly districts in the county. Each year 750 scholarships are awarded, so that 3,000 scholarships are continually in force. The sum of \$30,000 is appropriated annually by the legislature for the purpose.

### Eligibles Not Equally Distributed.

Half the eligibles live in New York City and its vicinity. In three counties of the State there are not enough eligibles to fill the quota. These vacancies will be filled by appointment of candidates in other counties where there are more candidates than scholarships. The scholarships are assigned to eligibles in the order of their standing in the regents' examination regularly conducted in the schools, in the subjects required for the scholarships.

## RECRUITING CAMPAIGNS FOR NURSE SCHOOLS.

Nursing education has been recommended to high-school and college graduates in campaigns recently conducted in various sections of the country. In Chicago the Central Council on Nursing Education, which is an organization of hospital boards and superintendents, made the first organized effort to gain pupils for nurses' training schools. Only those training schools which offer a satisfactory course are recommended.

In Michigan a campaign which was recently completed was so successful that it is reported that every training school in the State has its full quota of students. The Pennsylvania-Delaware Division has been conducting a similar campaign.

At Hastings, Nebr., a 10 weeks' preliminary course in nursing is given at the Hastings High School to girls who agree to enter one of the training schools of the city at the completion of the course. The movement has been indorsed by the State department of vocational education. The subjects are those covered in most of the preliminary courses in training schools for nurses.

end we must go a long way in the abandonment of the old district-school system. We must frankly recognize universal public education as a primary concern of the Nation."

## IMPERIAL CONFERENCE ON FORESTRY.

**Delegates from All Parts of the British Empire Discuss Education in Forestry—Central Institute Recommended.**

Forestry in the British Empire was considered at a conference held in London in July. Resolutions on forestry education were adopted, which the delegates from various parts of the Empire will bring to the notice of their respective governments.

Recommendation was made that those parts of the Empire which are able and willing to establish well-developed systems of forestry education should do so, and so far as possible should frame such systems to meet the needs of those parts of the Empire which are not able to establish and maintain well-developed systems of their own.

One central institution for the higher training of forest officers was suggested. This institution, to be established in the United Kingdom, would draw its students from graduates who have taken honors in pure or natural science at any recognized university. Supplementary courses would also be arranged at suitable centers for special students. Special courses would also be given for forest officers from any part of the Empire, whether at the institution or at centers of training in other parts of the world. It was urged that governments should recognize these courses as part of the ordinary duties of the forest officers, at any time during their service, and that the governments concerned should give special facilities to forest officers in their service to attend such courses.

It was agreed that with the training institution should be associated a department of research into the formation, tending, and protection of forests.

The conference indorsed the provision already made by universities and colleges, especially in the United Kingdom, for forestry instruction for those who do not desire to take the full course suggested for the forestry service. It was also mentioned as desirable that adequate provision should be made for woodmen's schools for the training of foresters as distinct from forest officers.

Journalism was studied at Columbia University during the past summer by 56 persons. Twenty-two of them were college graduates and eight are still pursuing college courses. Twelve members of the class were teachers, who intend to continue teaching, and who took the course in journalism because it aids them "to single out the essential facts of varying situations."



# THE HARVARD GRADUATE SCHOOL OF EDUCATION

For Training Teachers and to Provide Opportunity for Original Investigation

BY GEORGE F. ZOOK

Harvard University has established a graduate school of education equal in rank to the graduate professional schools of law, medicine, divinity, and business administration. Its permanent endowment is \$2,000,000. This action is the climax in the development in the study of education which began with the appointment in 1891 of Paul Henry Hanus as assistant professor of the history and art of teaching. Until 1906 the courses in education at Harvard were included in the division of philosophy under the faculty of arts and science. In that year the division of education was created. In 1896 graduate students were permitted to take a master of arts degree based on work in education. In 1905 the degree of doctor of philosophy was opened to graduate students in this field.

In this announcement of the new graduate school the following aims of the school are set forth: (1) To provide introductory training for prospective teachers and school-teachers; (2) to provide advanced training for experienced teachers and school officers; (3) to provide opportunity for original investigation and experimentation in education and for constructive contributions to the theory and practice of teaching and educational administration.

## A Professional Graduate School.

Training will be offered for prospective school principals, superintendents, educational specialists, college teachers of education, normal school teachers, and others who expect to occupy supervisory positions. Problems and methods in education will receive the greatest attention, and the new school thus properly becomes a professional graduate school rather than a division of the liberal arts and sciences.

It is apparently for this reason that the degrees to be conferred by the new graduate school are master of education (Ed. M.) and doctor of education (Ed. D.). The degrees of master of arts and doctor of philosophy for work in the field of educational theory and principles will still be administered by the faculty of arts and sciences.

In order to secure the degree of master of education a candidate must devote a year to graduate study and submit a thesis in his major field. Four summer

sessions in each of which the student pursues not more than two courses for six weeks each may be regarded as the equivalent of a university year.

For the degree of doctor of education the candidate must show at the time he enters or before he takes his preliminary examination "(a) that he has taught with success, (b) that he has a working knowledge of biology, psychology, and the social sciences, and (c) that he can read French and German books in education."

## For High Attainment in Education.

The minimum period of study for the degree of Ed. D. is two years, at least one of which must be spent in continuous study at the university. However, the announcements state specifically that "the requirements of time for the degree of doctor of education are wholly secondary; or the degree of doctor of education is given, not for the reason of faithful study for a prescribed time or in fulfillment of a determinate program, but on the ground of extended study and high attainment in education."

The particular program to be pursued by a graduate student is left largely to the student under the supervision of the faculty. The candidate is, however, except in unusual circumstances, required to include in his program of studies "courses in the social theory of education, in the history of education, and in educational psychology." Also, in addition to his work in education, "each candidate for the doctor's degree is recommended, and may be required, to select and pursue not less than one course related to his principal field in some other department of the university, as for example, in government or sociology or statistics if his principal field is educational administration; biology if his principal field is educational psychology; history or the history of philosophy if his principal field is the history of education."

A similar recommendation is made by the faculty of the school to undergraduate students who look forward to professional training in education, that they should include in their program of studies "courses in biology, psychology, history, government, economics, and sociology. Courses in philosophy and the

history of philosophy are also desirable. Every student should be trained in English, and a knowledge of at least one foreign language will be valuable."

Finally, women as well as men will be admitted to the new graduate school, a fact which is noteworthy, because it is the first time women have ever been admitted to any regular department of Harvard University.

## In Other Universities.

The Harvard Graduate School of Education is by no means a radical break with present practice in the field of education, but it does represent progress in several distinct directions. In the first place it is one of the few attempts in the large universities to devote primary attention to graduate instruction in education. The school of education established at the University of California in 1913 does not permit students formally to register in the school until their senior year in college. It has, therefore, devoted itself largely to graduate instruction, a field that is wider in that State than it is in most States, by reason of the State's requirement that public high-school teachers should have at least one year of graduate study. The school of education at Teachers' College was formally established as a graduate school of education in 1914. It has proved impossible, however, for Teachers' College to resist the tremendous demand for admission of unclassified students in education, many of whom are candidates for a bachelor's degree. As a result of the admission of such students, Teachers' College is noted not only for graduate work in the school of education but also for undergraduate work in education. At Yale University a new graduate department of education has been added to the graduate school, under the supervision of Dr. Frank H. Spaulding, formerly superintendent of public schools at Cleveland, Ohio. With but few exceptions courses in education at Yale are listed as graduate courses.

## A New Doctor's Degree.

In other directions the Harvard School is departing from the accepted graduate practice in education. It is certainly unusual to find a university granting the degree of master of science, not to speak of master of education, for graduate

work in education, and it is decidedly unusual to find anything but the Ph. D. for the doctor's degree in education. New York University with its degree of doctor of pedagogy, and the University of California with its degree of graduate in education were, until the establishment of the Harvard degree of doctor of education, the only exceptions among the prominent universities. The decision at Harvard to establish a new doctor's degree for graduate work in education is an evidence of the deep professional spirit which pervades the new school. Whether or not the decision will be followed at other universities in the near future is very doubtful.

The requirement concerning duration of study for the doctor's degree is not so unusual, though all but a few universities, such as the University of California, Columbia University, New York University, and Princeton University, hold to the three-year requirement.

The regulations in the new graduate school concerning work outside the field of education deserve particular attention. In nearly every university graduate students in education are not only encouraged or required to specialize within the field of education, but the opportunity to select any minor work outside that field is decidedly limited. The usual practice is for graduate students in education to devote their entire attention to various phases of that field. In the Harvard school, however, a new departure has been taken not only in encouraging undergraduates who expect to specialize later in education to select subjects in history and social science but in encouraging or requiring candidates for a doctor's degree in education to select at least one subject outside of that field. Particularly happy seems to be the provision for those interested in educational administration to prepare themselves more adequately in the field of government. Educational administrators constantly come in contact with great variety of State and municipal practices. Knowledge of these practices will not only add to the success of such men and women, but it will have a tendency to deepen their interest in civic affairs. Training in this direction from the kindergarten through the graduate schools of the universities is desirable and appropriate.

Of the 6,445 schools in France destroyed by the war, 5,345 are reported as reestablished in some form. In most instances the buildings are cheap and temporary, but the important fact is that the children are in the school. This educational rehabilitation is as remarkable as it is gratifying.

### SUMMER-SCHOOL COURSES IN COUNTRY LIFE IMPROVEMENT.

Rural leadership was studied by 75 young women at the summer school recently held at Castine, Me. The legislature of the State of Maine gave to the State superintendent of schools the right to select each year not more than 100 rural teachers for this special training. Organizations for the improvement of country life, rural surveys, community leadership, and the development of leaders to connect the life of the school with the life of the community formed the basis of the course. Attention was given to the study of hygiene and sanitation and to recreational education, including dramatics for young children, gymnastics for older children, and recreational plays and games.

### EX-SERVICE MEN ORGANIZE CLUB AT COLUMBIA.

Disabled ex-service men who are continuing their education at Columbia University under the direction of the Federal Board for Vocational Education have formed an organization known as the Columbia University Comeback Club. The object of the club is to promote harmony between the club members and the other students of the university.

Action will be taken to interest the student body in the problems of the incapacitated ex-soldiers, and to establish a broad basis of cooperation. Already special courses of instruction for the ex-soldiers have been arranged by the educational committee, and a program of picnics, mass meetings, and dances has been conducted by the entertainment committee.

### COMPULSORY GYMNASTICS FOR GIRLS IN FRENCH SCHOOLS.

Gymnasium work for girls in French schools has been made compulsory by a bill passed by the French Senate, according to a correspondent of the New York Evening Post. By the bill public gymnasium privileges are also provided for women of all classes.

French newspapers offer various opinions in regard to the movement. Celebrated actresses in a series of interviews stated that they had been taking physical training for years and that the Government had followed the only rational course. Some papers express approval of exercise in private, but object to the proposed training. Others ridicule the idea of physical training and declare that it will rob the French woman of the grace of movement for which she has been noted for centuries.

### TO DEFINE FINANCIAL OFFICERS' DUTIES.

Committee of New York Legislature Will Draft Bill to Reorganize Financial System.

Investigation of the relations existing between school boards and financial officers of the cities of the State of New York will be made by a joint committee of the two chambers of the State legislature. Questions of State policy in education, the amount of State contribution to public schools, and minor changes in the State schedule of teachers' salaries recently adopted will also be considered by the committee.

A preliminary meeting for organization has been held. After the special session of the legislature, the committee will hold public hearings in the principal cities of the State. Information will be obtained from the State department of education regarding salary schedules, expense estimates, and the possibilities of further taxation for schools in cities of the first, second, third, and rural classes.

Senator Mullan, the chairman of the committee, said, according to the New York Evening Mail: "The outcome of the investigation will be a bill that we will introduce into the legislature practically reorganizing the entire school system. We naturally want to hear every angle of the school question. Our public hearings will be open to teachers, parents, pupils, in short, to everybody who has something to say.

#### Will Define Duties of City Officers.

"One thing that we are certain to remedy is the existing relations between most school boards and the financial officers of their cities. I do not refer specifically to the differences of the New York Board of Education and Comptroller Craig. The conditions here are like those in nearly every other large city. The fact remains that the duties and powers of each set of officials are so obscure as to permit of a deadlock.

"This condition must be remedied because the morale of the teacher requires it. There is a slackening of interest among instructors when there is constant fighting over their pay. No teacher can give his or her best when there is an uncertainty that the pay voucher will go through.

"We will try hard to remove these handicaps from the school system. We hope to have the machinery of financing the schools so simple and easily understood that few technical troubles will ever arise again."



## STATE BOARDS ARE VARIOUSLY CHOSEN.

Nine States Still Retain Ex Officio Boards of Education—Tendency Is to Appoint the Members

By WILLIAM R. HOOD.

The principal school administrative boards in the several States show wide variety of composition, but the boards which are composed wholly of appointed members or in which appointed members predominate are most numerous, according to data recently compiled in the Bureau of Education. The following classification with respect to the composition of State boards of education is made in the bureau:

*All members ex officio.*—Colorado, Florida, Kentucky, Mississippi, Missouri, Nevada, North Carolina, Oregon, and Texas.

*Ex officio members predominating.*—Arizona, Indiana, Kansas, Virginia, and Washington.

*All members appointed.*—California, Delaware, Maryland, Minnesota, New Jersey, New York, and Vermont.

*Appointed members predominating.*—Alabama, Arkansas, Connecticut, Georgia, Idaho, Louisiana, Massachusetts, Montana, New Hampshire, New Mexico, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Tennessee, Utah, West Virginia, Wisconsin, and Wyoming.

### Composition in Detail.

The following summary gives the composition of State boards of education in detail:

*Alabama.*—Governor and State superintendent, *ex officio*, and six members appointed by governor; term, 12 years, two appointed every four years.

*Arizona.*—Governor, State superintendent, president of university, principals of two normal schools, *ex officio*, and a county superintendent, a city superintendent, and a high-school principal appointed by governor.

*Arkansas.*—State superintendent and one member appointed by governor from each of seven congressional districts; term, seven years, one each year.

*California.*—Seven appointed by governor; term, four years, one or two, as case requires, each year.

*Colorado.*—State superintendent, secretary of state, and attorney general.

*Connecticut.*—Governor and lieutenant governor, *ex officio*, and nine appointed by governor; term, six years, three every two years.

*Delaware.*—Five appointed by governor; term, five years, one each year.

*Florida.*—Governor, secretary of state, attorney general, State treasurer, and State superintendent.

*Georgia.*—Governor and State superintendent, *ex officio*, and four appointed by governor; term, four years, two every two years.

*Idaho.*—State superintendent and five appointed by governor; term, five years, one each year.

*Indiana's Board Members in Educational Work, Except Two.*

*Indiana.*—State superintendent, president of Purdue University, president of State university, president of normal school, superintendents of schools in three cities having largest school enumeration, *ex officio*, three citizens including one county superintendent, and three persons actively interested in vocational education. Governor to appoint other than *ex-officio* members; term, four years.

*Kansas.*—State superintendent, chancellor of university, president of agricultural college, president of each of three normal schools, *ex officio*, two city or county superintendents, and one county superintendent. Superintendents appointed by governor; term, two years.

*Kentucky.*—State superintendent, secretary of state, and attorney general.

*Louisiana.*—State superintendent and five appointed by governor; term, five years, one each year.

*Maryland.*—Seven appointed by governor; term, seven years, one each year.

*Massachusetts.*—Commissioner of education and six appointed by governor to compose "advisory board of education;" term, three years, two each year.

*Minnesota.*—Five appointed by governor; term, five years, one or two every two years.

*State-Officer Boards in Mississippi and Missouri.*

*Mississippi.*—Secretary of state, attorney general, and State superintendent.

*Missouri.*—Governor, secretary of state, attorney general, and State superintendent.

*Montana.*—Governor, State superintendent, and attorney general, *ex officio*, and eight appointed by governor; term, four years.

*Nevada.*—Governor, State superintendent, and president of university.

*New Hampshire.*—Governor and five appointed by governor; term, five years, one each year.

*New Jersey.*—Eight appointed by governor; term, eight years, one each year.

*New Mexico.*—Governor and State superintendent, *ex officio*, and five appointed by governor; term, four years, two or three every two years.

*New York.*—Three more than existing number of judicial districts; one elected annually by legislature. In all, twelve members.

*North Carolina.*—Governor, lieutenant governor, secretary of state, treasurer, auditor, State superintendent, and attorney general.

*North Dakota.*—State superintendent and commissioner of agriculture and labor, *ex officio*, and three appointed by governor; term, six years, one every two years.

*Oklahoma.*—State superintendent and six appointed by governor; term, six years, two every two years.

*Oregon.*—Governor, secretary of state, and State superintendent.

*Pennsylvania.*—State superintendent and six appointed by governor; term, six years, one each year.

*Rhode Island.*—Governor and lieutenant governor, *ex officio*, and one from each county except Providence County which has two; term, six years, two elected every two years by legislature.

*South Carolina.*—Governor and State superintendent, *ex officio*, and seven (one from each congressional district), appointed by governor; term, four years.

### Tennessee's Governor Controls.

*Tennessee.*—Governor and nine appointed by governor; three from each grand division of the State; at least three from minority party; term, six years, three every two years.

*Texas.*—Governor, comptroller, and secretary of state.

*Utah.*—State superintendent, president of university, and president of agricultural college, *ex officio*, and six appointed by governor; term, six years, two every two years.

*Vermont.*—Five appointed by governor; term, five years, one each year.

*Virginia.*—Governor, attorney general, State superintendent, and three educators elected quadrennially by the senate from faculties of State educational institutions.

*Washington.*—State superintendent, president of university, president of agricultural college, a principal of normal school elected by normal principals, and three others appointed by governor, one a city superintendent, one a county superintendent, and one a high-school principal.

cial; term of appointed members, two years.

*West Virginia.*—State superintendent and six appointed by governor; term, six years, one each year.

*Wisconsin.*—Governor, State superintendent, one by regents of university, one by regents of normal schools, one by State board for vocational education, and five appointed by governor; term, five years, one each year.

*Wyoming.*—State superintendent and six appointed by State superintendent with approval of governor; at least two must be in educational work; term, six years, two every two years.

#### Seven States without General Boards.

It will be observed that this summary does not include Illinois, Iowa, Maine, Michigan, Nebraska, Ohio, and South Dakota. These States do not have boards charged with the general supervision and direction of public-school matters. Some of them, however, have boards for special purposes, as for the control of normal schools, and all have boards for the administration of vocational education. In Ohio and South Dakota, the body administering vocational education is called "State board of education."

Each of the States of Georgia, Kentucky, Mississippi, North Carolina, Oklahoma, Oregon, and Wisconsin has a general State board and a special board for administering vocational education. In Colorado, this administration is vested in the State board of agriculture. All other States mentioned in the summary vest the administration of vocational schools in the general State board of education.

#### STOCK-JUDGING CONTESTS AT NEW MEXICO FESTIVAL.

Contests by teams of school children in judging stock, poultry, and field crops, and in demonstrating work in home economics, will be a feature of the harvest festival at Albuquerque, N. Mex., in October. The contests, which are under the supervision of the State director of vocational education, will be limited to pupils not more than 18 years of age, who are enrolled in classes in agriculture or home economics of less than college grade in the public schools of the State. Each contest will be divided into two classes, vocational and elementary. No team will be expected to compete with any team not in the same class. Prizes and medals will be awarded the winning teams. The rules of the contest are under the direction of committees of instructions of home economics and of agriculture.

#### CAMPAIGN FOR AMERICANIZATION IN PROGRESS.

(Continued from page 1.)

It is understood that the lists obtained from the census do not contain the names of all those who should be visited. The census enumerators did not test for illiteracy but accepted the statement of the person himself or of a relative as to his ability to read and write. Presumably, no person confessed to being illiterate if he could read or write even a little. For this reason special effort will be made to gain the cooperation of foreign-speaking persons in each community in order that the lists may be complete.

The department has recommended that the lists should be accessible to teachers, directors, and organizers engaged in the campaign, but has issued the warning that it is illegal to use to the detriment of any person or persons information furnished for the Federal census.

#### FRENCH SCHOLARSHIPS AND FELLOWSHIPS FOR AMERICANS.

Scholarships and fellowships at French universities have been offered to Americans in appreciation of the scholarships in American universities awarded to French students. The offer was made to the American Council on Education by the French department of education and the Office National des Universités Françaises. Ten graduate scholarships and fellowships are at the University of Bordeaux, and six at the University of Toulouse. All are open to men under 30 who are graduates of accredited colleges or universities and have a fair knowledge of French.

The 10 Bordeaux scholarships include free tuition and probably residence. The subjects recommended for study are political science and law, history, geography, tropical diseases, French language, and literature.

#### For Research in Science.

At Toulouse a bourse of 3,000 francs in addition to free tuition is offered to a student in chemical research. An additional scholarship, including free tuition and probably residence, is offered in each of the institutes of chemistry, electrical engineering, agriculture, hydrology (for physicians interested in the properties of medicinal waters), and Provençal and Romance philology.

The selection of candidates for these scholarships and fellowships is in charge of the council's committee on Franco-American Exchange of Scholarships and Fellowships.

#### DISTRIBUTES \$20,000,000.

#### General Education Board Gives Special Attention to Medical Schools—Aid to the Belgians.

The trustees of the General Education Board of the Rockefeller Foundation have appropriated the sum of \$20,251,900 for various purposes of general education and for the development of medical schools. A summarized statement, given to the press by the trustees, presents the following facts:

At the recent meeting appropriations were made to 98 colleges and universities out of those under consideration. To this group of institutions the General Education Board appropriated for endowment to increase salaries the sum of \$12,851,666 on condition that they would themselves reach the goal they had set and secure for the same purpose supplementary sums aggregating \$30,613,334. Thus these colleges and universities if successful will increase their endowments available for teachers' salaries to the extent of \$43,465,000.

#### Medical Education Aided.

The following appropriations to medical schools in the United States were made by the General Education Board, while those to institutions in Brussels and Halifax were voted by the Rockefeller Foundation:

Washington University Medical School, St. Louis, for endowment, \$1,250,000; for additional laboratory facilities and equipment, \$70,000; Yale Medical School, for endowment toward a total of \$3,000,000, \$1,000,000; Harvard Medical School, for improvement facilities in obstetrics, \$300,000; for the development of teaching in psychiatry, \$350,000; Johns Hopkins Medical School, for development of a new department of pathology, toward a total of \$600,000, \$400,000.

Medical research foundation of Elizabeth, Queen of the Belgians, Brussels: For general purposes of medical research, 1,000,000 francs. Other appropriations by the General Education Board:

For cooperation with State universities and State departments of education in the Southern States in the field of secondary and rural education, \$287,350.

For Negro schools appropriations aggregating \$943,500 were made for the following objects: For general endowment, \$500,000; for current expenses and equipment, \$443,500.

Other Rockefeller Foundation appropriations: For the American Conference on Hospital Service, to establish and maintain library and service bureau, \$15,000.

For the National Committee for Mental Hygiene, for surveys during 1920 of care and treatment of mental diseases and deficiencies, \$25,000.



## OCCUPATIONAL TRAINING FOR ORPHANS OF NEAR EAST.

**Children Are Instructed in Agriculture  
and the Industries—Rapidly Become  
Self-supporting.**

Already among the sorely stricken countries of Armenia, the Holy Land, and other sections of the Near East constructive forces are at work seeking to repair the terrible damage which has been wrought during the five years that have just passed. No more hopeful or more significant work of reconstruction and rehabilitation is being done anywhere than among the children of these lands.

### Training Is Mainly Vocational.

Very wisely this work is primarily devoted to occupational training intended to enable the children to become self-supporting. The development of skill in carpentry, stonework, tailoring, shoemaking, printing, weaving, gardening, the care of live stock for the boys, and in sewing, knitting, weaving, lace making and general housework for the girls very properly constitute the core of the work. Accompanying this training in industrial activities, however, goes training in the usual academic subjects in order that the children may become literate.

The Near East Relief, headquarters at 1 Madison Avenue, New York, is taking the lead in the organization of this work among the children of these countries. A report of the activities of this character now underway is to be found in the June issue of the official publication of this committee, *The New Near East*. The following is an excerpt from this report:

"In the last few years before the war, great strides had been made in the direction of giving the boys some practical industrial work, but it has remained for the Near East Relief really to awaken the Armenian people to the desire for industrial training for their children. In all the Near East orphanages where funds have made it possible, industrial work has been started and some of the Armenian schools, following this example, are begging for help in starting their own industrial training.

"In the Caucasus, it has been very difficult to start industrial work in the orphanages, as the children are

so crowded; but in Alexandropol the boys are given a fine training in carpentry, stonework, tailoring, shoemaking, and printing. The industrial work is being added to all the time, and the last report gave over 9,000 as the number of children receiving industrial training.

"In the Constantinople area, nearly every center has some work for the boys.

"In Caesarea, for instance, the industrial school gives the boys instruction in the care of sheep, cows, and pigs, as well as the care of an extensive garden. There is a carpenter shop where repairs are made and cabinetmaking taught by a man who can copy anything in the way of furniture of which a picture is given him. Some of the boys are making tin bowls for the soup kitchen and producing every possible article that may be made out of the useful gasoline tin. Others are learning blacksmithing and a tailor shop is in progress, while some of the boys are learning to weave cotton cloth, one of the regular Caesarean industries.

### Boys Actually Build Houses.

"In Sivas, there is a splendid carpenter shop in connection with the boys' orphanage, which is located in the teachers' college. Here the boys are actually working on the uncompleted buildings. There is also a blacksmith shop, and the boys learn tailoring and shoe-

making as well. A large farm, formerly belonging to the Kaiser, is cultivated by the boys under the care of Mr. Hawkes, and last year wheat was grown there as well as all sorts of vegetables.

"In the Harpoot district there are two large farms connected with old Armenian monasteries where the boys are learning all sorts of farming and which hope to supply all the orphanages with wheat and vegetables. Besides that, all the village orphanages have their own gardens where both boys and girls work. One of these supplied all the orphanages with beans last summer. In Harpoot itself the boys work in the carpenter shop, the shoe shop, the tailor shop, and the blacksmith shop. In all of these places the boys attend school half a day and work at their trade the other half.

"At least one of these different industries is found in each of the boys' orphanages.

### Girls Taught Needlework in Babyhood.

"In all these places, the girls have training in sewing and knitting and housework. Even the smallest girls knit their own stockings, and last summer some of the girls in Sivas were knitting stockings for the boys while the boys were making boxes for the girls to keep their treasures in. In the sewing classes, the girls learn to make their own clothes and in some cases each older girl will make some garment for a younger child.

"The needle lace made with infinite patience by the women and young girls is of extreme delicacy. Patterns vary, but wheels, circles, and raised stitches sometimes give variety to the most generally used pattern.

"Lacemaking in the Near East has a long history, dating from the visit of the Crusaders as early as 1045.

"The women of Armenia do not make lace because of the commercial value attached to it. Girls are taught from babyhood to ply the needle. It is a custom of the country that has been practised for generations by the peasants as well as by the upper class women. Lacemaking has been fostered by a love of the beautiful and artistic, which seems to be a national characteristic of the people of Armenia.

"Everywhere the greatest stress is placed on articles of practical value so that the children learn to make these different things and really learn something by which they may later earn their livelihood."

## A RULE FOR SCHOOL: GIVE YOURSELF GOOD MEASURE.

School will help you to know yourself and to choose your work wisely.

Leaving school for work costs you money in the long run.

But it costs you also health, knowledge, skill, and character.

It costs your country good workers and intelligent citizens.

That means less prosperity and happiness for all.

Every citizen should complete at least the eighth grade.

If you leave school earlier, your schooling is largely wasted. You forget what you have learned.

Your body is growing. Long hours of hard work hurt it. School children have twice as much playtime as working children.

Your mind is waking up. School keeps it awake; tiring work puts it back to sleep.

From 14 to 16 are called the wasted years in industry.

At least 9 out of 10 children who go to work between 14 and 16 enter "blind-alley" jobs. The chances are that they will never earn more than they receive at the end of three or four years.

School has replaced the old-fashioned way of learning the business from the bottom up.

## WITHOUT SCHOOLING YOU STAY AT THE BOTTOM.

There Is No Good Place to Stop School Except at the End.

### AGES 6 TO 18—

The things you learn in these years are merely your tools. You do not yet know how to use them.

These are the years when you are growing strong to use them. These are the years when you are learning how to use them.—Children's bureau, U. S. Department of Labor.

## SCHOOL LIFE

Issued by the United States Bureau of Education.

Department of the Interior.

Editor, JAMES C. BOYKIN.

**TERMS**—Subscriptions, 50 cents per year, in advance. Foreign (not including Canada, Mexico, Cuba), 75 cents. Copies are mailed regularly, without cost, to State, city, and county superintendents, principals of high schools, and a few other administrative school officers.

Remittance should be made to the Superintendent of Documents, Government Printing Office, Washington, D. C., and should be made by cash or money order. Stamps are not accepted.

### WAR VETERANS MAY ENTER WEST POINT.

Any young high-school graduate after a year's service in the Army may enter West Point if his record is clear, according to an announcement of Maj. Gen. Peter C. Harris, the Adjutant General of the Army.

The new class of "plebes" at the Military Academy is 630 strong, and includes 60 appointees from the ranks of the Army, the largest number in the history of West Point. Prior to 1916, soldiers could enter the Military Academy from the ranks only upon appointment by their Congressman, but now recruits between 19 and 22 years of age, after one year's service with the colors, are eligible without political assistance, if they can pass the entrance examination.

Enlisted men between the ages of 17 and 24 who have served honorably and faithfully for not less than one year in the armed forces of the United States or the allied armies in the World War, possessing the other requisite qualifications, may be admitted to West Point on July 1, 1921. The other enlisted candidates must have served for one year in the Regular Army prior to July 1, 1921, and be between the ages of 19 and 22.

Seven preparatory schools have been opened, at Camp Dix, N. J.; Camp Devens, Mass.; Camp Lewis, Wash.; Camp Travis, Tex.; and Camp Gordon, Ga., as well as in Coblenz and Panama, for the purpose of preparing soldiers for the entrance examinations. These candidates also have the option of a three months' furlough for special study and coaching.

World War service applies equally to young men who were drafted or enlisted and includes the National Guard as well as the Army. After 1921 age qualifications revert to the old limits of 19 to 22 for enlisted men. The West Point course has been changed back to four years instead of three.

### MAINE'S CENTENNIAL STIMULATES STUDY OF HISTORY.

Local history is studied this year with particular interest in the public schools of Maine because of the centennial of the admission of the State into the Union. A booklet, entitled "One Hundred Years of Statehood," has been issued by the State superintendent of schools as a guide for the study of historical sources. Suggestions are made for the manufacture of source books by pupils undertaking history projects. Each teacher is urged to encourage her pupils to collect narratives, pictures, and maps about the geography, growth, and past and present activities of the town in which she teaches. Many schools are preparing source books containing such material.

The booklet contains illustrations of buildings of historical interest, a suggested program for a centennial celebration, a table of 100 facts in the history of Maine, and a list of advantages which the State offers its residents.

### BRITISH GOVERNMENT IS INSTRUCTING HOUSEWIVES.

English housewives are taught to cook fruits and vegetables at the experiment station which has been established at Campden, Gloucestershire, by the British ministry of agriculture. Instruction is given in preservation of vegetables, in canning, drying, and crystallizing fruit, in making jam, marmalade, and jelly, in methods of brining and pickling, and in the manufacture of sauces, fruit sirups, and liquors.

Two courses are given—the home and the commercial. A syllabus has been prepared for a teachers' course dealing with the processes of fermentation and decomposition, absolute and partial sterilization, pasteurization, refrigeration, and kindred subjects.

### LARGE APPROPRIATION FOR SCHOOL FOR NEGROES.

Southern University, the Louisiana State College for negroes, will receive \$267,000 appropriated at the last session of the State legislature. Of this amount \$67,000 will be used to defray current expenses and \$200,000 in erecting needed buildings. By the same act in which the appropriation was made, college courses were instituted and the school was given the right to grant college degrees.

The sum of \$80,000 was appropriated for establishing a school for blind negro children. The total appropriation of \$347,000 is the largest ever made by a Southern State for the higher and secondary education of negroes.

### MISSOURI MAN PRESIDENT OF NEW YORK COMMISSION.

A. Ross Hill, president of the University of Missouri, has been chosen as chairman of the State commission on educational research to administer a fund of \$100,000 a year set aside by the directors of the commonwealth fund of New York City for the investigation of school methods and practices. The annual income from the general commonwealth fund is about \$1,000,000. The other members of the committee are Director Charles H. Judd, University of Chicago; Prof. Paul Monroe, New York University; Dr. Leonard Ayres, Russell Sage Foundation; and Prof. E. P. Cubberly, Leland Stanford University.

### COURSES IN CIVICS FOR GARMENT WORKERS.

A school for women voters will be opened in Cleveland, Ohio, by the International Ladies' Garment Workers Union.

Courses in civics and political methods will be offered in evening lecture classes. Instruction will be given not only to women of the cloak and suit industry, but to wage-earning women in other occupations, whether organized in unions or not. Most of the members of the local union who are over 21 will be able to vote, but citizenship classes are to be organized for those who are aliens.

### AN EXAMPLE WELL WORTH FOLLOWING.

Many Canadian war veterans will teach this year in the public schools of Ontario. Two hundred ex-soldiers have been trained at the public expense for their new duties. Their entrance into the public schools will help to supply the need of men teachers and will have a stimulating effect upon the boys and girls who come under their influence. If possessed of the natural qualifications of teachers, the Canadian veterans will prove a valuable asset, since they are exponents of practical patriotism and of the national duties of citizenship.

### SAYS FRENCH CHILDREN SHOULD STUDY GERMAN.

German as a study in French schools should not be neglected, in the opinion of former President Poincaré. In a letter to Prof. Lavellée, he says:

"For 15 years at least we shall have an army on the left bank of the Rhine. We have an enormous task to perform in the Saar Basin; and we can undertake business enterprise in Germany, which will be very beneficial to our economic influence."



## NEW INVESTIGATION OF PRISON SCHOOLS.

**Bureau of Education Makes Inquiry Concerning Progress in Past 7 Years—Improvement Is Expected.**

Schools in prisons is the subject of an investigation recently undertaken by the United States Bureau of Education. The investigation is under the direct charge of Dr. A. C. Hill, of the inspection division of the New York State Department of Education, who prepared a bulletin on the same subject for the Bureau of Education in 1913.

Prison schools have little history, because they are of comparatively recent origin. They can scarcely be said to exist in other countries and have been established in the United States only in recent years. This Nation has only begun to care for those who must reform or remain a menace to society and destroyers of their own peace and happiness. Comparatively few penal institutions for adults include schools among the means employed for improving the condition and prospects of the men whom society has placed in their charge.

Forty-four schools in prisons for adults in the United States and Canada were reported in the bulletin of 1913. Of this number, 27 were evening schools, 8 were correspondence schools, and 19 were day schools. Less than half were open for more than nine months in the year. Only 6 were in session during 6 days of the week, and but 15 were in session during 5 days. The evening, which was the time appointed for school work in the majority of cases, was chosen that the industrial work of the prisoners might not be interrupted. It is evident that this time is not well suited to school work, because the men are then fatigued and not able to do their best.

**Hope for the Most Vicious.**

An increasing effort has been made to offer instruction daily throughout the year by employing a number of teachers great enough to allow each to have the rest periods due him. The opinion is gaining ground

that the door of hope must never be closed to any human being, and that the reformation of the most degraded and vicious is still possible, and it is believed that the information obtained in the present investigation will show that considerable advance has been made since the publication of the earlier study.

The use of the prison library has been found a valuable adjunct of the prison school. The suppression of unwholesome literature and the substitution of carefully selected reading matter is receiving increasing attention. Regulation, so strict as to be undesirable in an ordinary public library, has proved its value in restraining evil influences and in prescribing suitable reading for minds which need to be brought to a right opinion of individual conduct and its relation to society.

Although the man in the prison school should be treated so far as possible as a normal individual, yet it is imperative that defectives should be detected and instructed in accordance with their capacity, and that other students should

be graded according to their mental ability. To this end mental tests are employed. The extent of their use and the kind of tests employed will be learned from the investigation.

## THE LARGEST STADIUM IN THE UNITED STATES.

**New Stadium for Ohio State University Will Seat 63,000—To Be Erected in New Athletic Field.**

Ohio State University is to have the largest stadium yet erected in the United States. It will cost \$1,000,000, and will be erected in a 92-acre plot of land on the eastern bank of the Olentangy River near the city of Columbus.

The stadium, which will be named for the State of Ohio, will be U-shaped and, unlike most other structures of the kind, will have two seating levels. It will be 107 feet high, accommodating a crowd of 63,000 persons, 42,000 of whom will be seated in the lower tier and 21,000 in the upper tier. The boxes alone will accommodate 1,700 persons.

The distance around the outside of the stadium will be one-third of a mile. Fifty-six stairways will lead to 112 aisles. Spectators will be admitted from 83 entrances. The arena will cover 150,000 square feet, an area equal to the ground area of 10 of the university's recent buildings.

**Provision for Indoor Shows.**

The end of the structure will have a movable stage that can be used for various kinds of outdoor exhibitions. A large gymnasium and space for holding indoor track meets, indoor horse shows, industrial exhibitions, and automobile shows will be provided beneath the seats of the stadium.

The ends of the horseshoe will be embellished by towers and will open toward America's largest college playground, to be called the New Ohio Field. This field will include 20 baseball diamonds, 5 football gridirons, scores of tennis courts, and an artillery parade ground.

It is expected that the stadium will be ready for the opening game of the 1922 football season.

Read Books About Your Job

**IRON AND STEEL**

Metallurgy and Making

After War Reading Course No 14

U.S. Dept. of the Interior: Bureau of Education

Prepared by the American Library Association

Title page of a new Reading Course issued by the Bureau of Education.

## COMPREHENSIVE REPORT ON TEACHER TRAINING.

Carnegie Foundation Issues Exhaustive Document Based on Examination of Missouri Normal Schools.

A plea for the greater recognition of the teaching profession is made in the report on "The professional preparation of teachers for American public schools," recently issued by the Carnegie Foundation for the Advancement of Teaching. The report originated in an investigation of teacher-training facilities in Missouri, as requested by the governor of that State in 1914, but the study of the Missouri situation was found to involve a comprehensive examination of the entire teacher-training problem in the United States, and the findings in the Missouri survey are regarded by the Foundation as furnishing a valuable index to conditions existing in other parts of the country. According to the report the teaching profession should be placed upon a collegiate footing and organized under a single competent direction as a part of the State university, parallel with medical, legal, engineering, and other similar divisions of higher education.

### A Single Directing Body Needed.

"What is really needed is not arbitrary distinctions between normal schools and colleges," says the report, "but an enlightened administration of the State's entire teacher-training function exercised from a single directing body equipped to prepare teachers for all schools as thoroughly as possible.

"Normal schools should drop that name, and as professional colleges of education should become an acknowledged part of the greater university whole, simply because they are a part of the State's system of higher education, which is all the term university now implies. We would thus secure a unified and centralized authority prepared to deal in a consistent and efficient manner with the State's largest problem in higher and professional education.

"The aim of each State should be to work toward a situation where the teacher in the elementary and secondary schools shall possess a training that is adequate and a professional recognition that will attract and satisfy the aspirations and the economic needs of able men and women. To open the door to a finer preparation for the life of a teacher, and to put this profession on a plane of the highest honor and dignity, is fundamental to any true progress in education for our country.

### A New System of Schooling Demanded.

"To attain this is only in part a matter of cost and of the teacher's salary. One can not go out in the market with any sum of money, however large, and buy good teaching. An adequate army of sincere, able, and thoughtful teachers can be recruited only from a people who discriminate between that which is sincere and that which is superficial and insincere. Education in a democracy, to serve its real purpose, must be an education of the whole people. The school reacts on the body politic and the ideals of the democracy react on the school. An honest and thorough system of public schools, manned by able and well-trained teachers, can only arise among a people who themselves believe in honesty and thoroughness."

America has consistently neglected the teacher's part in education, according to the report. "Education has been much, on the whole reverently, on our lips," it declares, "but so little have we grasped its purport that the sole factor which can give it reality, namely, the teacher, is grossly ill-equipped, ill-rewarded, and lacking in distinction.

"Marked changes must ensue in our present system of schooling if we undertake to carry out an honest interpretation of our avowed aim of 'universal education' by making it not only universal but also education."

### Favors Married Teachers.

The report makes a strong plea for the married woman in teaching, arguing that whatever objections may be urged to married women teachers are outweighed by the obvious advantage of having in educational work the leading women of the community. "There is probably no work to which marriage and a normal home life could contribute a qualification more essential than they could to teaching," it declares. "In an educated and professionally well-trained woman, marriage and the deepening experiences of motherhood could not but serve to clarify her insight, to broaden and humanize her sympathy, and to intensify devotion to her central purpose—a purpose that would then link together and coordinate the processes of both home and school. This latter result would appear particularly in the transformed relation between the school-teacher and the community.

At present she figures as a detached public servant in a class apart. If married and a householder having children, she becomes a vitally interested and respected factor in society. With an education superior to that of most other women, she possesses, by virtue of her quasipublic position, unusual opportunities for leadership and influence and would undoubtedly improve them. A town whose schools were taught by its most capable and best educated married women would, assuming that these were also well trained for teaching, give the country a totally fresh and significant interpretation of public education. Such a relation would carry the schools straight to the heart of society's most responsible group, and would make them immeasurably more responsive to the public needs."

### High School and "Grade" Teachers.

Discrimination between high school and elementary teachers is regarded by the authors of the report as one of the most serious difficulties in the way of professional advancement for teachers. They point out that the prestige of a high-school instructorship quite outranks that of a "grade" teacher's position in popular respect, and must continue to do so until training and compensation are equalized and the two schools are merged into a single institution.

### Lower Grades Not Inferior.

"To pass from an elementary school position to the high school, as has been possible in small country high schools, or in city schools by securing additional training, is rated as promotion, to the disparagement of the 'inferior' job. Educationally this situation constitutes at present perhaps the greatest single obstacle to progress. As long as the situation requires that a teacher rise by changing his work instead of by capitalizing his experience and improving his work, little genuine progress toward professional efficiency can be realized."

### Public Can Be Convinced.

That the public can be made to realize the value of good teaching is the contention of the authors. They say:

"Fine instruction does not at present prevail in American communities simply because it is not understood; the average parent's interest in his child's school is almost imperceptible, not because his interest in his child is not profound, but because the teaching purpose and process has never taken the parent convincingly into its confidence. Parent-teacher associations have rendered an important service by promoting helpful social relations between home and school, but they obviously have not taught how to discrimi-



nate between the teaching now provided and the better teaching that might be provided, nor is that their purpose. Here is a field almost completely unworked. Enthusiasm and personal sacrifice to secure good teaching for his children are latent in well-nigh every parent. He must, however, know definitely and vividly what good teaching is, and he must understand clearly that its value is, on the whole, directly related to its cost. Convince any American public that the alleged products of a fine teacher are real, and the cost will speedily become a wholly secondary consideration."

#### Authors of the Report.

The authors of the report are: Dr. William S. Learned, of the Carnegie Foundation, who organized and directed the study; Prof. William C. Bagley, of Teachers College, Columbia University; Dr. Charles A. McMurray, of George Peabody College for Teachers; Prof. George D. Strayer, of Teachers College, Columbia University; Prof. Walter F. Dearborn, of Harvard University; Dr. I. L. Kandel, of the Carnegie Foundation; and Homer W. Josselyn, of the University of Kansas.

### FOR THE PREVENTION OF ACCIDENT.

#### Meeting of City Officials to Be Held in Milwaukee Will Discuss Methods of Insuring Safety.

Prevention of accidents will be discussed at the ninth annual National Safety Congress to be held at Milwaukee from September 27 to October 1. Mayors, chiefs of police, coroners, superintendents of schools, and public health officers of all cities with a population of 25,000 or more have been invited to attend the congress. Representatives of more than 100 cities have already accepted the invitation.

#### Exhibition of Safety Devices.

Traffic signaling devices, automobile safety devices, fire-fighting equipment, and moving-picture machines for schools will be exhibited.

One of the general meetings of the congress and the meetings of the public safety section will be devoted to the discussion of the prevention of street, home, and institutional accidents. In addition, various industrial sections of the congress, such as the public utilities, metals, cement, construction, steam railroad, electric railway, paper and pulp, and automotive sections, include in their programs talks on public safety.

### CAMPAIGN IN OREGON SECURES \$1,250,000 A YEAR.

#### State University, Agricultural College, and Normal School Will Receive \$2,000,000 Annually.

Campaign activities throughout the State of Oregon have brought increased annual support, beginning with the current school year, for the State institutions of higher learning. A measure providing an additional tax for the purpose was authorized by the State legislature and referred to a popular vote as required by the laws of the State. It was adopted by a popular vote of more than two to one, forming a majority of about 60,000 votes. By this law the increase for 1921, obtained by a tax of 1.26 mills on the dollar on the assessed valuation of all taxable property in the State for 1920, will amount to about \$1,250,000. For the current year the law provides the appropriation of a sum equal to a tax of the same amount on the valuation for 1919.

#### Increased Support Demanded by Large Enrollment.

The need for increased support became imperative at the opening sessions of the State university and the State agricultural college in 1919. The number of students enrolled, greater than in any preceding year, demanded an increase in number of instructors and in buildings and equipment which could not be met by any appropriation which the State legislature had the power to make. According to a provision of the State constitution the legislature may not appropriate in any year an amount in excess of the expenditures of the year preceding plus 6 per cent.

An appeal to the people was therefore necessary. The State legislature passed and submitted to popular vote a measure providing for a tax of 1.2 mills for the State university and the agricultural college, and of 0.06 of a mill for the State normal school. These institutions were already receiving a tax of 0.74 of 1 mill, to which the tax of 1.26 mills was added. With the increased support they now receive a joint income of about \$2,000,000 a year. This amount is for resident instruction only and does not include the funds provided by the State for the agricultural experiment station or for the extension service.

#### Campaign Conducted by Alumni.

Public favor was enlisted in spite of the fact that there was strong sentiment throughout the State that the limit of

taxation had been reached and that all measures carrying additional appropriations involving increase in taxes should be defeated. A vigorous campaign was conducted in the name of the alumni of the three institutions. The cost of the campaign, \$21,934.94, was borne by alumni and other friends of the institutions, who contributed a total of \$30,000.

The campaign was directed by Dr. W. J. Kerr, president of the agricultural college, with the assistance of Prof. Vance, of the school of commerce of the Oregon Agricultural College, as secretary and office manager, and of Prof. Dymont, of the school of journalism of the State university, as publicity manager. The work of the campaign, which lasted from the special session of the legislature in January until the popular vote in May, was directed from general offices in Portland. In each county a campaign committee was appointed consisting of representatives from the voting districts in the county, with an executive committee in immediate charge of the county campaign. The members of the county committee were in charge of the campaigns in their own precincts with subcommittees large enough to reach the residents of the precincts. By this means close contact was established between the general offices and all sections of the State.

#### Support Gained by State-Wide Publicity.

During the campaign more than 900,000 pieces of literature were distributed. Advertisements were placed in all publications in the State. Large cards were sent to business houses for window display and large posters were placed in post offices, railway stations, and other public places.

Existing organizations were utilized so far as possible. During the campaign the measure was indorsed by more than 700 organizations, including chambers of commerce, commercial clubs, granges, local unions of farmers, farm bureaus, posts of the American Legion, the federation of women's clubs, parent-teacher associations, and various labor, educational, and civic organizations. Hundreds of persons prominent in the State, including officers of many of these organizations, were active in securing support of the measure.

Before the close of the campaign the entire press of the State, with the exception of three county papers, expressed its approval, and but one paper expressed opposition.

Callao, Peru, has recently established a school refectory which will be maintained by the municipality.

## DISTRESS OF GERMANY'S INTELLECTUAL WORKERS.

**Suffering the Penalties for the Lust of World Dominion—Salaries Do Not Support Families.**

Cultural ideals are hard to pursue while one suffers from material wants. Higher officials do not now earn enough to supply their families with the necessities of life, said Haenisch, the Prussian Minister of Education, in a circle of educators, who recently discussed the present handicaps to intellectual work in Germany, according to *Geisteskultur und Volksbildung*. One of his associates in the educational office had just resigned his position to assume a post in business, explaining that he did this as an obligation he owed his children.

The university students can not procure enough funds to have their doctors' theses printed, continued Dr. Haenisch. In the medical clinics animal experiments have been discontinued. Röntgen apparatus, microscopes, and chemicals can not be procured. At this rate German science will soon fall behind that of foreign countries, especially as investigators are unable to buy the scientific literature of the past five years. Printing at home is so expensive that magazine literature, Germany's chief item of superiority over foreign countries, may be wiped out of existence.

### Valuable Publications Interrupted.

A series of valuable manuscripts has already been sold to scholars abroad. As these will be needed later, German students will be obliged to go abroad to study them. The academy is already entertaining the plan to discontinue issuing momentous works, as, for example, the "*Corpus Inscriptionum Latinarum et Graecarum*," a series of folios initiated by Mommsen, explaining and showing in facsimile original inscriptions of the several Provinces of the Roman Empire. The publication of this momentous work of scholarship and archeological research has been interrupted since 1914.

The salaries of university teachers are so inadequate that the salary increase about a year ago does not begin to compensate for the money depreciation that has taken place in the meantime and is not enough to maintain their families.

The conditions in the schools are similar, the folk schools included. Superintendents and teachers are discouraged and losing enthusiasm, and the school work as a whole suffers.

### Writers Are Organized.

Among the workers with the pen the editors are in slightly better condition,

because through united action they have partly secured the compensation scale they demanded, but even with this increase they rank below the wage scale of the linotype operators. On the 1st of January dozens of lesser periodicals were discontinued. In having to pay unheard-of prices for paper, ink, coloring material, oil, etc., there is danger lest publications of international importance may also be suspended. This touches the difficulties in German political and cultural work. On account of the enormous sums that must be paid for dispatches and correspondence with foreign countries, Germans will soon become fully dependent on the Von Reuter and Havas news agencies.

In the occupied territories the cultural work of foreign nations will in the meantime be much extended. Many theaters are in danger of passing into the hands of the French. As some sort of defense against the threatening cultural distress, Haenisch suggested that intellectual workers unite into guilds for mutual aid and that private capital come to assistance at points where national treasures were in greatest danger of being lost.

## FREE ENGINEERING COURSES FOR FORD EMPLOYEES.

"Ford Technical Institute," with university rank, will provide technical instruction for the employees of the Ford Motor Co., of Detroit. Instruction is offered without charge to any of the 75,000 employees of the company who wish to take it.

An academic department will be established and complete laboratories will be provided. Every phase of engineering will be covered in the course.

The technical institute is the fifth school founded by Henry Ford. The others are the Ford English, apprentice, trade, and service schools.

## GRADUATE DEGREES IN LARGE PROPORTION.

Chicago University conferred 359 degrees at the convocation held at the close of the summer quarter. Of this number 44 were doctor's degrees and 119 were master's. In the divinity school 33 degrees were conferred, and 10 in the law school. A total of 163 degrees were conferred in the colleges of arts, literature, and science, the school of commerce and administration, and the college of education. Among the candidates were a Filipino and four Chinese, one of whom (a woman) received a bachelor's degree, one a master's degree, one the degree of doctor of law, and one the degree of doctor of philosophy.

## MARRIED WOMEN AT NO DISADVANTAGE.

**No Regulation Against Them Remains in By-Laws of New York City Board.**

Married women will hereafter be appointed and promoted as teachers in the public schools of New York City on the same basis as unmarried women. A regulation against married women which was contained in the by-laws of the board of education has been rescinded, and the new by-laws soon to be issued will contain no regulation on the question. Appointments for the fall term will be made on the new basis.

The old rule requiring the resignation of women upon their marriage was nullified by the State commissioner of education in 1913. After long discussion the board of education added the rule giving two-year maternity leave, when required by circumstances.

This protected women who married after they entered the service. There still was a bar to married women who sought entrance to the schools. A woman could not obtain appointment to a higher position once she married, which means that promotion was closed to married women teachers.

The regulation provided that "no married woman shall be appointed to any teaching or supervisory position in the day public schools unless her husband is incapacitated from physical or mental disease to earn a livelihood, or has continually abandoned her for not less than one year."

When war conditions made the teacher supply insufficient this by-law was suspended. A married woman who was a teacher in the elementary schools then sought appointment in the high school. Although she had passed the necessary examination before her marriage, and therefore had a high-school license, she was denied appointment to the high schools. She appealed to the State commissioner, who ruled that the by-law which prevented her promotion was "unreasonable and arbitrary and should not have been enacted."

## BOSTON SCHOOLS COMBATING MALNUTRITION.

The public schools of Boston are doing much to combat malnutrition. Commencing in 1909, the pupils in the first grades were weighed and measured. These children were weighed and measured annually until 1919. Dr. William T. Porter, of the Harvard Medical School, has the data from these records in his possession, and it is expected that his deductions will shortly be given to the public.



## HONORS FOR IMPROVED RURAL SCHOOLS.

***"Standardization" Involves Rewarding Excellence by Cash Prizes and by Special Distinctions—Is an Effective Stimulus.***

By EDITH A. LATHROP.

"Look! isn't that a neat little country schoolhouse?" said a traveling salesman in an autobus to his companions. "The plate above the door says 'Standard school.' I wonder what that means?"

"That school has won a prize for meeting certain standards laid down by the State department of education," answered the State rural school supervisor, who was one of the passengers.

By this time everybody was interested and the State supervisor continued with the following explanation of the plan to improve the one-teacher rural school by means of standardization.

### Money Bonus as a Prize.

"The prize in some States is a bonus of money. When a school in Iowa meets requirements it is paid \$6 for each pupil who has attended the school at least six months of the previous year. One-half of the money is added to the teacher's salary and the other half is spent for school equipment. North Dakota, Pennsylvania, and Wisconsin may reward the school-meeting requirements to the extent of \$50; Minnesota and South Dakota \$150, and Texas \$500. In some States the prize is honorable mention in the report of the State superintendent, in others a diploma, and in the others a doorplate and money.

"Usually the items, upon which a school is measured are printed upon a score card. The main heads include grounds, buildings, equipment, sanitation, administration, and community activities. Under these general heads are grouped many subordinate items. Eleven States have assigned numerical values to these items. Usually a perfect score is 100. Numerical values show the relative value of the items scored, and tend toward uniformity and simplicity in the system. Helen J. Dunaway, a county superintendent in Oklahoma, is enthusiastically in favor of them. She says, 'The average man in the school board will consent to have the floor oiled if it adds 20 per cent to his school score, but will refuse it if it is only presented to him as a sanitary measure.'

### Minnesota Began the Movement.

"The nucleus of this movement began in Minnesota in 1899 when the State

offered State aid to country schools that met certain standards that were designated by law. It was not a case of offering State aid to districts too weak to provide a good school for themselves, but an incentive to make the good school better. Wisconsin in 1905 established what was known as first-class rural schools. Certain standards were set up and schools that measured up to these standards received a bonus of \$50 a year for a period of three years. In 1907 Superintendent Bayless of Illinois awarded diplomas to schools which met certain standards. His successor, Superintendent Blair, made the standards more detailed and placed the inspection of the schools under the supervision of his assistants. The Illinois score card has served as a model for a number of States. Then, too, it is quite common for States to adopt the terms 'Standard School' and 'Superior School' which were first used in Illinois. A 'Superior School' must have a building as nearly perfect architecturally as possible, the equipment must be ample, the teacher must have superior qualifications and the community must show more than ordinary interest in the school. Illinois has 3,771 'Standard Schools' and 26 'Superior Schools.'

### Greatest Growth Since 1915.

"The State department of Missouri began promoting the plan in 1909, Arkansas and Montana in 1912, and Georgia and Oregon in 1914. Two-thirds of the States promoting the school began it since 1915. This shows how the plan is growing in favor. There are in all 27 States attempting to improve the one-teacher rural school by standardization. In the following 16 States the plan is promoted as a policy of the State department of education: Arkansas, Colorado, Connecticut, Florida, Georgia, Idaho, Illinois, Maryland, Michigan, Missouri, Nebraska, New Jersey, Oregon, Pennsylvania, Tennessee, and Washington. The States where standardization is statutory are Delaware, Iowa, Kansas, Maine, Minnesota, North Dakota, Ohio, South Dakota, Texas, Wisconsin, and Wyoming.

"The success of standardization depends upon how it is administered. Is there a temptation to blink at schools

which lack a few details of standardization? Are schools ever standardized for political reasons? Do the authorities know when a school falls from grace? A study of the plan in the various States indicates that some States are attempting to promote the scheme without the proper machinery and funds. If standardization is to be undertaken as a policy of the State department, enough inspection should be provided so that each standardized school could be visited at least once a year. Records of the standardized schools should be kept by the school trustees, the county superintendent, and the State department. The county superintendent should report to the State department as soon as the school loses its rating.

"Has the movement really improved the rural schools?" asked the salesman.

Then the State supervisor concluded his talk by showing some of the results as well as some of the dangers.

### A Measuring Rod for Self-Examination.

"The trouble with the rural school of to-day is that there is a lack of proper ideals regarding right standards in buildings, teaching efficiency, course of study and general administration. The greatest good of standardization is that it furnishes a measuring rod whereby a school may examine itself. In every State where it has been tried the efficiency of the one teacher school has been increased in many ways. New buildings have been erected in conformity to the best standards of architecture and sanitation. Old buildings have been remodeled so as to furnish sufficient lighting area and the proper entrance of light. Outbuildings have been made fly proof, clean, and wholesome. Both the physical and instructional equipment have been improved. The length of term has been increased. Teachers salaries have been raised. The good buildings, adequate equipment, and better salaries have been an incentive for good teachers to remain in the same district from year to year. And best of all, there has been an awakening on the part of the community in education.

"The instinct to imitate is inherent in the race. A good building in one district becomes an object of envy in another. A good teacher's reputation extends to all

the neighboring districts. A good school in one neighborhood arouses the pride of the people in an adjoining district. A standardized school may become a very effective missionary. S. M. Chaney, a county superintendent in California, says 'It took time to get the movement for better schoolhouses started, but after we got one or two up-to-date schoolhouses built the rest was comparatively easy.' It was 'catching' as the measles. Every district wanted a school as good or a little better than their neighbors.

#### Standardization Improves Legislation.

"Then again standardization leads to improved legislation. Superintendent Blair says that the interest in standardization in Illinois led to its passage of the sanitation law by the General Assembly in 1905.

"And, further, the movement has resulted in beneficial by-products. In Oregon meetings called for the purpose of discussing plans for standardization have resulted in regular community meetings for the patrons, and for a new impetus to the boys' and girls' industrial club work.

"The dangers of standardization are threefold. The first is concerned with complications and indefiniteness in the score card itself. The second deals with the lack of machinery for the administration of the plans. The third is that when a community attains a 'superior school' it may reach an unwholesome state of self-satisfaction.

"Some score cards are too complicated. Details can be multiplied to such an extent that the teacher would need an assistant to check the items. Think of a school where the faces and hands of the children should always be clean. Too much stress on physical details leaves no time for instruction. Such a score card is likely to collapse with its own weight. It is a case where the letter kills the spirit.

#### Score Cards Must Be Definite.

"Again, some score cards are so indefinite as to invite loose interpretation. Such a requirement as 'standard pictures' may be greatly abused unless there is a standard list of pictures from which to choose. The same may be said of library books and Victrola records. Agricultural equipment as an item on the score card means little. One school may have a single textbook on the subject, another may have an ample supply of reference books and bulletins in addition to the adopted text and a Babcock milk tester and various other appliances for experiment, yet it would be possible to say that both schools filled the required item on the score card.

"There is a tendency for a community to reach a state of self-satisfaction in this matter of standardization. The late Superintendent Shaefer of Pennsylvania feared this when he said: 'The only trouble is that when school boards have reached the standard, they sometimes relax their efforts for further improvement.' A district with a school building correct in architecture, with its surroundings attractive and sanitary, with equipment of the best and with teacher rated 'A No. 1' by the county superintendent may easily lapse into a state of complacency. Utopia has been reached! What more is to be expected? Does not the emblazoned words 'superior school' declare to the passer-by that here the seventh heaven in rural education has been reached? The trouble is that such a community believes that it has reached its ideal. Our ideal should always be ahead of us. It should always be just out of reach. There can be no growth without struggle. Standardization should make a community dissatisfied rather than satisfied.

#### Superior School Not the Last Word.

"As the ideal expands, the vision widens. A standard school is better than a nonstandard school and a superior school is better than a standard school. But a superior school is nowhere near the end of the rainbow in the realization of the kind of school that is possible for the country. A superior school has served its greatest mission when it arouses the community to the conviction that the school best fitted to give country people the educational advantages equal to those found in the cities is the farm life consolidated school."

#### FRENCH OPEN KINDERGARTEN TRAINING SCHOOL.

A Jardin d'Enfants training department is to be opened in Sevrès College in October by the French Government as a result of the effective work of the American kindergarten teachers who were sent over to France during the war to work with the children in the devastated regions.

Mlle. Amieux, the president of the college, has been greatly interested in the educational methods of the American kindergarten as demonstrated by the work of the kindergarten unit, and she welcomes the incorporation of a Jardin d'Enfants training department in this college for training teachers in France.

As an outgrowth of the work of the kindergarten unit in France, a kindergarten is to be opened in September in an orphanage in Belgrade, Serbia, to bring joy into the lives of the little children who have lost their parents during the war.

#### NEW CORPS OF CHAPLAINS FOR THE ARMY.

##### Active Attention to Environment, Education, and Community Relations of Soldiers Under New Régime.

Chaplains in the Army are now under the direction of a chief of chaplains, and Col. John T. Axton, has recently been appointed by President Wilson to the newly-established position for a period of four years. Among the duties to be performed are the investigation of the qualifications of candidates for appointment as chaplains and the general coordination and supervision of the work of chaplains in the Army.

Under the new military reorganization law, chaplains, in addition to conducting religious services, are to help the men of the Army in their spiritual and moral life in every possible way. There will be 250 chaplains in all, one for every 1,200 officers and men, and they will rank in all grades, from first lieutenant to colonel.

Col. Axton believes that the Army offers an opportunity for broad-minded, practical religion. He says, "The world is calling for more application of the principles of religion to daily life, and so we want to apply religion to the Army. I believe that our men are going to stand for it. Soldiers are normal men, and they want what normal men want. But, unless we can get red-blooded men out of the 150 extra chaplains that we are to have now, our work will be handicapped. We are combing the country to get the best men we can for the moral and spiritual guides for the young men who are hereafter to enlist in our new Army.

"Among many things, it is the hope of everybody that stress on sectarian stratifications will cease. Complete success can be secured only by so influencing environment, military duties, education, amusements, athletics, religious observances, community relations, and all the other factors which enter into the life of the soldier, that all combined may favorably react upon his character."

#### GRADUATION MARKS NEW ERA IN CORPS.

Seven marines recently received diplomas from the Marine Corps Institute, Quantico, Va. The class was the first to be graduated by the institute. The commandant of the corps, Maj. Gen. John A. Lejeune, presented the diplomas and graduation buttons. The occasion was significant as marking the beginning of a new order, in that a man in the Marine Corps is now a student as well as a sea soldier.



## SALESMANSHIP COURSES AT NEW YORK UNIVERSITY.

**Students Have "Laboratory Practice," With Pay, Behind the Counters of Great Department Stores.**

Retail selling was studied by men and women from general stores and city shops in courses given at the summer session of New York University. Store owners, actual and prospective, were instructed in store organization and system, and sales psychology.

### Course Includes Psychology.

The course in store organization and system included the study of department store organizing, showing the relation of the various divisions to one another and to the organization, a study of the functions of the various departments in a store, especially dwelling on the training department, an analysis of the checking system, and a discussion of the various forms used in the store. The course in salesmanship included psychology of selling, analysis of steps made in a sale, care of stock, knowledge of merchandise, and demonstration of sales.

### Round-Table Conferences Discuss Selling.

A round-table conference in selling and buying, admitting only those who had already taken a course in salesmanship and had had at least one year of selling experience, discussed problems of buying and selling, functions of the buyer, advanced lessons in selling, personal problems of labor turnover, employment methods, straight salaries as opposed to bonuses and commissions, work of head of stock, work of assistant buyers, study of a job, analysis of department organizations, and kindred topics.

Arrangements were made with several of the large department stores whereby students were assigned to the stores for "laboratory practice," and in addition received payment from the stores in which they were employed.

## INVESTIGATION OF PHARMACEUTICAL LABORATORIES.

Laboratories of schools of pharmacy in Europe will be studied by the professor of practical pharmacy in the University of Habana, Dr. Guillermo Díaz y Macías, who has been commissioned by the Cuban Government for that purpose. His observations will be reported to the school of medicine and pharmacy of the University of Habana.

## OHIO CAMPAIGN DIRECTED AGAINST TRACHOMA.

Trachoma is the subject of a vigorous campaign conducted by the Ohio State Department of Health. A special effort is made to eradicate the disease from the schools. It is the contagious form of granulated eyelids, and it often leads to partial or complete blindness if neglected or improperly treated.

A short time after the examination of the school children of a county is completed, a trachoma clinic is held under the supervision of the United States Public Health Service and the State Department of Health. All children or adults who have the disease are subject to a simple operation requiring only three or four minutes, which is usually effective.

Information regarding the disease and the efforts made against it in Ohio since September, 1919, have been presented at teachers' institutes throughout the State in lectures delivered by the director of the Bureau of Trachoma Clinics.

By a regulation of the State Department of Health, effective July 1, 1920, pupils suffering from trachoma or suspected of trachoma, are immediately excluded from school.

## NEW FUND FOR Y. M. C. A. COLLEGE.

The International Y. M. C. A. College, of Springfield, Mass., is engaged in an active campaign to raise a fund of \$2,000,000. One-half of the fund will be devoted to the endowment of the institution; \$750,000 will be used to erect a dormitory and science building; and the remaining \$250,000 will be employed to pay the existing debt and meet minor expenses. This institution was awarded the Olympic cup for 1920 because of its important contribution to the progress of athletics.

## LONDON CONFERENCE OF PROFESSORS OF ENGLISH.

(Continued from page 1.)

Mass., each of whom took an active part in the proceedings.

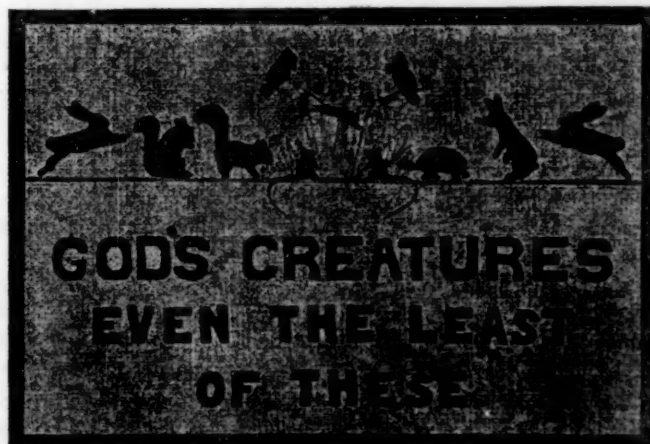
The conference was opened by a reception held at the University of London by the vice chancellor. Business meetings on three successive days were held at University College, at King's College, and at Bedford College, respectively. Among the subjects discussed were: "The place of old and middle English in English studies," "Means of co-operation between English and American scholars in advanced English studies: (a) A survey of American organization, (b) the Philological Society's work, (c) the early English Text Society's work, (d) the Bibliographical Society's work;" "The study of English in universities in relation to (a) classics, (b) modern languages;" "Research work: (a) Standard of scholarship, (b) means of publications, (c) facilities for distribution, (d) the new Ph. D. degree in British universities;" and "Special features of English study in American universities."

A result of the discussion of research work was the formation of a standing committee with five American and five British delegates, with power to add to their number, for the purpose of interchanging information connected with research, particularly with regard to bibliography.

In London the members of the conference were entertained at dinners, luncheons, and receptions by officials of the national government, of the city, of the university, and of various societies and organizations. The American visitors were guests for a week-end at Hinchling brooke; at Melchet Court, Salisbury; and at Corpus Christi College, Cambridge. At the conclusion of the conference visits

for the American delegates were arranged at Oxford and Cambridge Universities, Windsor Castle, Eton College, Royal Holloway College, and Stratford-on-Avon, where hospitality for the week-end was offered by some of the leading residents.

Resolutions passed by the American delegates, a letter from the chairman of the organizing committee of the conference, who is the director of the American University Union in Europe, and many letters from the delegates expressed to the English hosts the value of the conference and the enjoyment by the delegates of the warm hospitality offered them.



A poster submitted by a sixth-grade pupil in the national poster contest conducted by the American Humane Association.

## FEDERATION OF UNIVERSITY WOMEN.

**First Meeting Held at Bedford College, England—To Promote Intercourse and Mutual Assistance.**

University women from many nations attended the recent meeting, the first, of the International Federation of University Women at Bedford College, London. The purpose of the federation is to promote intercourse and mutual assistance among universities and university graduates of all countries by the interchange of students and lecturers, by the establishment as early as possible of club-houses and hospitality committees in the great cities, by maintaining a register, by conducting occasional conferences, and by encouraging independent research and interest in municipal and public life. A house in Paris has been offered to the American Association of Collegiate Alumnae for conversion into an international clubhouse.

The sessions began with a reception, at which an address was made by the president, Prof. Caroline Spurgeon, by Dean Virginia Gildersleeve, by Dr. Winifred Cullis, and by Lord Grey, whose encouragement has helped the formation of the federation.

### French Women Doing Advanced Work.

At the business meetings delegates from several countries gave reports on the condition and prospects of women's education. Mlle. Amieux, of the École Normale Supérieure de Sèvres, spoke of the characteristics in which university organization in France differs from that in England. There is but one Université de France, and local colleges are its departments. Only in the last decade of the nineteenth century were women allowed to matriculate. In September, 1914, all women licenciées were mobilized for State service, and replaced men in many kinds of advanced work, including research and higher mathematics. As a result an official decision in 1917 admitted them to all the higher colleges, including those of mining and electricity, and they can become licenciées in those colleges.

In comparing the present enrollment with that before the war it is seen that there are now twice as many women students in medicine, four times as many in pharmacy, and five times as many in law.

### Few University Women in Spain.

Señorita de Maeztu, from Spain, stated that a gift from America of two

scholarships has recently stirred the Government to action in regard to education for women. Since the time of Alfonso the Wise, in the thirteenth century, Spanish women have had the legal right to education and professional work, but the law long ago fell into disuse. In 1887 a law readmitted women to universities, on the understanding that "order was not to be disturbed." In 1910 the right to practice the professions was revived. There is only one woman university professor, however, and there are only 218 women university students. These are enrolled in 11 universities. At the University of Madrid women students may receive degrees.

### Students Suffer from Lack of Fuel.

Czecho-Slovakia was represented by Miss Emma Novakova, from Prague University, who said that in 1819 a high school for girls was founded in her country by women who rented two rooms for the purpose. In 1897 women were admitted to all university subjects except theology, and in this subject it is probable that lectures will be delivered by a daughter of President Masaryk. Miss Novakova stated that many students are subject to hardships, due to lack of coal and difficulty in obtaining oil. She appealed strongly for visits to her country from the women of England and America.

### Leave Teaching to Become Servants.

The desire for education on the part of women in southern Italy, even in the Calabrian villages, was described by Signorina Cennino King. There is great need throughout Italy for increase of teachers' salaries. In 1911 many schools near Venice and in the mountains were closed because the teachers had been obliged to work as servants and waiters in order to earn enough to support themselves.

### Belgian Adolescents Study Philosophy.

Education in Belgium was presented by Mlle. Vanderstichele, who stated that education, particularly in the écoles primaires, was too much by means of books, and that teachers were not adequately trained for their work. Children in Belgium do more school lessons than do those of other countries. A pupil may study philosophy at 15. The result seems to be that pupils are not fitted for practical work without further training. In 1862 the first request for university education for women was refused. Now, however, women are generally admitted to the universities. The University of Louvain is an exception. Women, however, form but a small proportion of the

## SCHOOL BUDGET FOR NEW YORK CITY.

**Board of Education Submits Largest Budget in Its History—Salary Increase, \$28,000,000 in a Year.**

Hundreds of new teachers and an expenditure of more than \$150,000,000 are called for by the school budget for 1921 adopted by the board of education of New York City. This budget is the largest in the history of the city, and is probably larger than that of any other local school system in the world.

The teaching corps will be increased by more than 700 persons to meet the expected growth in school population and to fill the requirements of certain administrative changes which demand a larger number of teachers.

Additional supervisory teachers are to be provided in physical training, music, drawing, and speech improvement. More visiting teachers will be employed, both for the instruction of helpless children in their homes and for assignment by district superintendents for general supervisory work. It is planned to assign one visiting teacher to the office of every district superintendent.

In the high schools home nursing, formerly taught under the direction of the Red Cross, is to be taught under the auspices of the board of education. Additional teachers are to be employed in the vocational and trade schools. Sixty persons are to be added to the staff of attendance officers to enforce the compulsory education, census, and truancy acts.

The budget estimate of the board of education requests the appropriation by the city of \$135,000,000. It is expected that \$17,000,000 will be added by the State, making a total of \$152,000,000. Of this amount \$92,000,000 will be required for the actual running expenses of the schools. The school building program will require \$46,000,000, and \$14,000,000 will be used for the redemption of tax notes issued to supplement the 1920 budget, principally for the purpose of meeting the increases of teachers' salaries granted by the State legislature. Teachers' salaries alone will cost approximately \$72,500,000, which is an increase of approximately \$28,000,000 over the salaries for 1920.

student bodies of the universities, and last year there were only about 100 women to 4,000 or 5,000 men. The opportunities of continued study for teachers and of postgraduate work are good.